

Middle Georgia State University Faculty Senate AY 2018–2019
Meeting #2 TEB 231, Macon Campus
Friday, October 5, 2018

Present:

Dr. Donna Balding, Assistant Chair of Natural Sciences

Dr. Shannon Be8 encyCn,e(y)210(, A)2(s)-14(s)-1(i)-2(s)-1(t)-2(a)4(nt)-2(PS)-4(r)3 of e212(eo(r)3(of)3(n)-10I

Dr. Maritza Bell-Corrales, Professor of Spanish

Ms. Jasmine Brown, Assistant Professor of Respiratory Therapy

Dr. Kathleen Burt, Senate Recorder, Assistant Professor of English

Ms. Vanessa Paige Crump, Associate Professor of Spanish

Dr. Lorraine Dubuisson, Associate Professor of English

Ms. Robin Grant, Electronic Resources Librarian

Ms. Lisa Henry, Assistant Professor of Air Traffic Management

Dr. Chris Hill, Assistant Professor of Mathematics

Dr. Melissa Jordan, Assistant Professor of Health Services Administration

Dr. Richard Kilburn, Assistant Professor of Mathematics

Dr. Mary Mears, Associate Professor of English

Dr. John Pattillo, Associate Professor of Biology

Dr. Kimberley Pickens, Associate Professor of Biology

Dr. Randy Spaid, Professor of Education

Mr. Lee Simmons, Assistant Professor of Art

Dr. Kara Svonavec, Lecturer of History and Political Science

Mr. Kirby Swenson, Chair of the Faculty Senate, Assistant Professor of Biology

Dr. Stephen Taylor, Professor of History and Political Science

Mr. Edwynn Wallace, Parliamentarian of the Faculty Senate, Associate Professor of Physics

Ms. Lacey Wallace, Department of Nursing

Dr. Steven Wallace, Vice-Chair of the Faculty Senate, Associate Professor of Mathematics

Dr. Lily Wang, Ascs0 Td-d2(a)4(t)-2(e)4(P)-4(r)3(of)3(e)4(s)-r of Mathematics

Guests:

The CAR report will be issued and given to the CAR Leadership Group the week of October 15. Dr. Blake thanks those faculty and administrators who participated in the process. The Chancellor expects each institution to review its report and include decisions made as a result to be included within their FY20 budget plans.

maps to the Provost's Office. Development of templates that will pre-populate a student schedule

English and Math courses. The goal is to make small changes, not necessarily total overhauls of the courses concerned.

Ms. Brown asked how we should transition students we may have been advising to professional advisors, without losing the personal one on one relationships that may have already been established. Dr. Arora responded that Learning Support Students have a Learning Support hold on their accounts that only a professional Learning Support advisor can lift, and more professional advisors were being trained to work with Learning Support students. Students should be directed to the Advising Center if they are based in Macon, since there are two advisors specifically trained to work with them.

The question was asked about the difference between the Faculty mentor and professional advisor roles. They are not the same, but since a Learning Support student might previously have only seen their professional advisor, they might feel disconnected from their major department and the faculty and other students. All students need that personal connection and direction provided by connecting with faculty in their major. For mentoring, Deans and Chairs sent lists of recommended faculty who might serve as subject mentors and help students with advice concerning discipline specific clubs, opportunities, practices, etc.

Another question was raised if there was a way to ensure students realized the difference in the roles their professional advisor and faculty mentors are meant to fill. The answer is that students are assigned a professional advisor and should know who that person is. Another issue to consider would be how to improve communication between the professional advisor and the faculty mentor. Faculty mentors do receive LSDE reports so they can follow student progress.

Mr. Simmons noted that sometimes holds can be lifted in Banner under certain settings by faculty even though they should not be able to do so. Dr. Arora recommended that everyone should be careful with overrides in Banner; SWORDS, which many faculty use, does not have the features or ability to remove holds that faculty should not be overriding.

Clarification was asked for concerning whether it was department Chairs who made the recommendations for faculty mentor, and if there was a plan for how to designate mentors on smaller campuses which may not have permanent faculty in all disciplines. Chairs were responsible for making the recommendations, and if there was no mentor available on a campus then the mentor could be based on another campus and communicate with a student electronically or by phone.

Reports from Standing Committees and Boards

Dr. Rebecca Lanning, Chair of the Executive Committee, to present one item, an amendment to the Bylaws. The Student Affairs Committee has the responsibility of allocating funds to various student groups and USG requires such groups to be majority students ($n=4$); MGA barely meets that standard at $n=6$. All student organization vice-presidents were asked to try and exceed the student minimum. MGA has decided to advance the pool by college and school with a proposed increase of $n=11$. The question was raised about the number 24 on the proposed change. Dr. Lanning explained that number includes faculty, and that what the change would do was add 11 to the current 6.

Another question was raised concerning how necessary this change was, how big of a problem was it really, and was it common for a student to retake a course and do worse. If a student takes a course and gets a C, in most cases that should be fine. It was observed that students have gotten a D in Math 1101, and gotten an F the second time. The question was raised whether or not retakes might affect HOPE GPAs. Dr. Kilburn looked up the requirements and stated that HOPE could count both the original and retake; any change in our policy would not affect that.

The suggestion was made that should the Senate consider amending the proposal to specify if a student makes a D or F, perhaps they should be disallowed from taking the course the third time in a shorter time period such as a summer course. The concern was raised that such a change assumed that students do worse in short term courses, and such a prohibition could impact enrollment.

The observation was made that the proposed change seemed to concern some departments more than others. Another observation was made that maybe it should be taken into account that sometimes students experience problems in their lives outside of school that are outside their control which might cause poorer performance in class. The option of the hardship 'W' was noted, as was the fact that many students seemed unlikely to want to use it. The question was also raised concerning how many students were actually affected by the current policy.

Dr. Spaid moved to suspend the rules of order to allow Dr. Arora to respond. Dr. Taylor seconded. Dr. Arora was then asked if she could ballpark an estimate as to how many students might be affected. She answered that in past years she has worked with a lot of petitions, and that she estimated 1-2 students a year were almost kept from graduating from related issues and had had to petition. It was also pointed out that taking a course a third time requires getting permission. Dr. Lanning noted that in Music students retake courses repeatedly, but the course itself is different each time.

The suggestion was made to possibly table the motion in order to find more quantitative information to address some of the concerns being raised. Mr. Swenson asked for clarification as to what sort of data the Senate might be requesting. It was established that the Senate would be interested in the number of affected students by major, the number of student who repeat a course and earn the same grade, the number of students who repeat and earn a lower grade, and

Dr. Taylor made a motion to adjourn the meeting. Dr. Kilbourne seconded. All were in favor, none opposed. The meeting was adjourned.

Kathleen Burt, Recorder